



Calhoun Academy of the Arts

1520 E. Calhoun Street
Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	627 Students	
Principal	Ann D. Self	864-260-5090
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Excellent*
2008	Good	Below Average
2007	Good	Below Average
2006	Good	At-Risk
2005	Good	Average

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

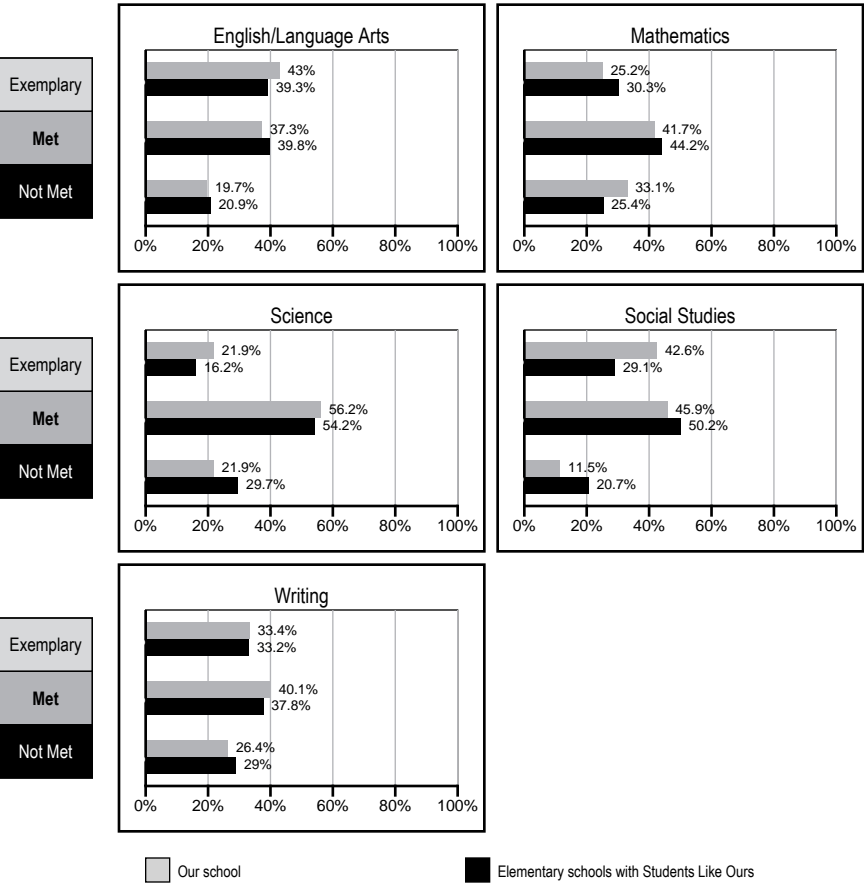
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	28	61	2	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=627)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.4%	Down from 3.3%	1.8%	1.9%
Attendance rate	96.0%	Up from 95.5%	96.2%	96.3%
Eligible for gifted and talented	16.1%	Up from 10.4%	11.4%	10.0%
With disabilities other than speech	6.6%	Up from 5.2%	9.1%	7.7%
Older than usual for grade	0.0%	Down from 0.4%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=56)				
Teachers with advanced degrees	51.8%	Down from 53.7%	58.4%	59.4%
Continuing contract teachers	67.9%	Up from 61.1%	83.1%	80.0%
Teachers with emergency or provisional certificates	2.1%	Down from 2.5%	0.0%	0.0%
Teachers returning from previous year	80.8%	Down from 81.4%	86.2%	85.9%
Teacher attendance rate	97.2%	Up from 96.6%	95.3%	95.1%
Average teacher salary*	\$44,008	Up 0.6%	\$47,006	\$47,149
Professional development days/teacher	7.7 days	Down from 8.3 days	11.6 days	11.1 days
School				
Principal's years at school	16.0	Up from 15.0	4.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Up from 12.7 to 1	19.1 to 1	18.8 to 1
Prime instructional time	92.8%	Up from 90.7%	90.4%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,940	Up 8.8%	\$7,254	\$7,458
Percent of expenditures for instruction**	69.8%	Up from 68.1%	68.0%	68.8%
Percent of expenditures for teacher salaries**	68.1%	Up from 66.2%	63.8%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

"Teaming for Success" was a befitting theme for Calhoun this year, as our parents, community, arts department, teachers, and administration teamed up for a very productive and successful school year. While our science specialist, Jenna Hallman, traveled all over South Carolina speaking out for our children as 2008-2009 State Teacher of the Year, we stayed busy at home, coming up with inspirational and creative methods to effectively teach the academic standards.

Calhoun was the district's leader in EIA grant awards for the fourth consecutive year, receiving \$24,000 in teacher grants that support valuable classroom and grade level projects. We also received \$6,486 from the South Carolina Arts Commission, a grant that supports staff development in integrating the arts with grade level visits to shows at the Peace Center and collaboration with well-known artists in resident.

Our fifth grade used \$2000 in award funds to make artifacts for social studies units and to effectively implement the teaching philosophies of nationally acclaimed educator and author, Ron Clark. The fifth grade student citizenship initiative, based on Clark's book, Essential 55, allowed students to earn points and work on fundraisers for a January retreat to environmental education center, Barrier Island.

Calhoun was one of three Anderson schools this year to receive the Fresh Fruits and Vegetables grant from the State Department of Education. This grant allowed us to distribute locally grown fruits and vegetables to all our students throughout the year. Hence, our students learned more about nutrition, farmer appreciation, and scientific inquiry.

Rotating student journalist teams helped kick-off our new daily morning news video program, WRTY. Everyone in the school participates in the Pledge of Allegiance, moment of silence, and Toolbox for Success routine. The show also features weather and lunch updates, important announcements, and special feature video clips.

We have been extremely proud this year to showcase our arts through many student performances and exhibitions. The art department sponsored an advanced art show, along with a moving recital by our advanced dance team. Strings classes performed several times throughout the year, culminating in a masterful spring performance. Our advanced chorus entertained with community and school performances. Additionally, every grade level prepared and presented original, top-notch spring performances.

We look forward to even "bigger and better" things next year, as construction on a new, cutting-edge auditorium is currently in progress. We are very thankful for the support of our valued business partners such as BB&T, Sonic, Chick-Fil-A, and The Printer. We are also thankful for our Legacy Mentor Program, in which caring community adults each "adopt" a child to tutor and mentor weekly during the school year. Together with our parents and community, we continue to encourage and mold our children to exemplify our school mission: "Create, Aspire, Achieve."

Ann D. Self, Principal
Keisha Burkart, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	85	78
Percent satisfied with learning environment	97.6%	92.9%	89.6%
Percent satisfied with social and physical environment	100.0%	87.8%	93.5%
Percent satisfied with school-home relations	90.0%	93.9%	84.4%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	337	100	19.7	37.3	43	90.4	88.1	82.8	Yes	Yes
Gender										
Male	149	100	22.6	32.1	45.3	89.8	84.9	79.3	N/A	N/A
Female	188	100	17.5	41.2	41.2	91	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	143	100	13.8	24.6	61.5	96.9	92.9	89.5	Yes	Yes
African American	172	100	26.2	47	26.8	84.1	80.4	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.4	92.3	I/S	I/S
Hispanic	13	100	8.3	25	66.7	100	88.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	51	100	58.7	26.1	15.2	63	57	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	83.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	206	100	25.9	46.6	27.5	86.2	81.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	337	100	33.1	41.7	25.2	73.9	84.4	78.9	Yes	Yes
Gender										
Male	149	100	28.5	44.5	27	78.1	82.7	77	N/A	N/A
Female	188	100	36.7	39.5	23.7	70.6	86.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	143	100	19.2	39.2	41.5	86.2	90.7	87.2	Yes	Yes
African American	172	100	48.2	41.5	10.4	61	73.2	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	98.8	93	I/S	I/S
Hispanic	13	100	N/AV	N/AV	N/AV	100	91.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	51	100	63	32.6	4.3	47.8	50.6	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	87.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	206	100	48.1	41.8	10.1	62.4	76.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	225	99.6	21.9	56.2	21.9	78.1	80.8	67.5
Gender								
Male	103	100	20.8	55.2	24	79.2	79.8	67
Female	122	99.2	22.8	57	20.2	77.2	81.8	68
Racial/Ethnic Group								
White	96	100	10.2	48.9	40.9	89.8	89.3	79.5
African American	114	99.1	34.6	58.9	6.5	65.4	66.2	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.7	84.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	84.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	37	100	45.7	48.6	5.7	54.3	44.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	82	59.6
Socio-Economic Status								
Subsided meals	137	99.3	29.4	62.7	7.9	70.6	71.3	55.1

Social Studies								
All Students	222	100	11.9	45.7	42.4	88.1	84.5	72.3
Gender								
Male	93	100	15.9	38.6	45.5	84.1	83.1	71.5
Female	129	100	9	50.8	40.2	91	86	73.2
Racial/Ethnic Group								
White	99	100	7.7	28.6	63.7	92.3	89.9	80.7
African American	107	100	16.3	64.4	19.2	83.7	75.3	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.9	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	88.9	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	33	100	33.3	53.3	13.3	66.7	56.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	85.7	67.9
Socio-Economic Status								
Subsided meals	132	100	15.6	58.2	26.2	84.4	76.3	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	337	100	26.4	40.1	33.4	73.6	75.7	70.2	96	96
Gender										
Male	149	100	31.4	38	30.7	68.6	68.6	63.2	95.8	95.8
Female	188	100	22.6	41.8	35.6	77.4	83	77.5	96.3	96.1
Racial/Ethnic Group										
White	142	100	16.2	33.1	50.8	83.8	82.8	79.1	95.9	95.8
African American	173	100	36	45.1	18.9	64	64.3	57.6	96.1	96.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.6	86.2	96.2	97.2
Hispanic	13	100	16.7	33.3	50	83.3	71.1	62.6	96.9	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	99.1
Disability Status										
Disabled	50	100	63	30.4	6.5	37	30.6	26.1	95.7	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.9
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	68.5	61.2	97.3	96.7
Socio-Economic Status										
Subsidized meals	206	100	36.5	45	18.5	63.5	63.7	58.9	95.5	95.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	120	100	28.8	26.1	45	71.2
	4	110	100	18.1	43.8	38.1	81.9
	5	107	100	11.2	42.9	45.9	88.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	120	100	42.3	36	21.6	57.7
	4	110	100	25.7	45.7	28.6	74.3
	5	107	100	30.6	43.9	25.5	69.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	61	100	42.1	33.3	24.6	57.9
	4	110	100	13.3	66.7	20	86.7
	5	54	98.2	16.7	60.4	22.9	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	59	100	21.8	50.9	27.3	78.2
	4	110	100	8.6	48.6	42.9	91.4
	5	53	100	8	34	58	92
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	121	100	36.9	33.3	29.7	63.1
	4	110	100	27.6	43.8	28.6	72.4
	5	106	100	13.3	43.9	42.9	86.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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